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ABSTRACT

This final report, a process evaluation, describes the Advanced Job Skills Training Project and the methodology the project used to develop competency-based training for child protective services specialists during their first 2 years of employment. A background section focuses on the managed staff development model, planning requirements, and the advanced job skills training. Chapter 2 looks at the project's first-year operations, including first-year goals and objectives, accomplishments, utilization and dissemination, and a summary of the first year. Chapter 3 focuses on second-year operations, listing second-year goals and objectives, accomplishments, issues and resolutions, and a summary of second-year operations. Chapter 4 states goals and objectives for the third year of the project, describes pilot sites conducting training, evaluates the pilot sites, describes elements added to the curriculum, looks at issues and resolutions, and provides a schedule for statewide implementation of the project. Relevant materials are appended. (NB)

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**("yellow pages")**

**Innovations in**
**Child Protective Services**

**P.L. 93-247**
**Grant Award #06C23-11**

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**Final Report**

# Advanced Job Skills Training Project

**September 30, 1987**

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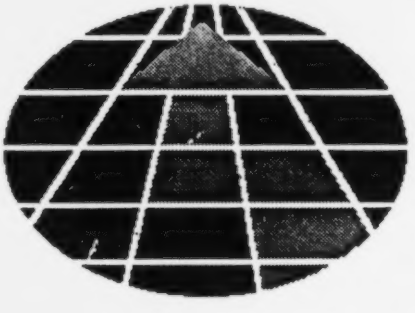

**Office of Strategic Management,**
**Research, and Development**

**Texas Department of Human Services**

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The views expressed herein are those of the authors and do not necessarily reflect the official position of the Office of Human Development Services of the U.S. Department of Health and Human Services.

# ADVANCED JOB SKILLS TRAINING PROJECT

**Final Report**

September 1, 1984, through August 31, 1987

September 30, 1987

Written by
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Cindy Wingate and Melodye Fleming served as project directors at different intervals during the three years the project operated and had major responsibility for day-to-day operations. Jan Huber, staff development specialist, developed curriculum, training objectives, and performance measures to be used in training new child protective services (CPS) specialists. Kay Love, program specialist, served as program liaison with the Protective Services for Families and Children (PSFC) Branch at DHS headquarters in Austin.

Special appreciation is accorded to regional liaisons who stayed with the project and served on the advisory committee for three years: Barbara Grissett, Laura Betty Mora, and Susan Skaer. Jay Bohner, Carla Boisvenue, Carole Bowdry, Reidar Hansen, Roulene Wagonseller, Frank Wright, and Larry Wright served on the advisory committee for two years; Patricia K. German served 1 1/2 years.

Appreciation is also accorded to regional liaisons who served during the second project year--W. T. Bono, Gary Frederick, Bill Holt, Karen McClain, Musette Richey, Berry Rovenski, Kathryn Hibbert, and Louis Thorp.

All of the regional liaisons contributed to the project's success by serving on the advisory committee, conducting the analysis of required tasks that eventually became the competency model for CPS specialists, and conducting regional groups that designed the curriculum to be used in teaching newly hired CPS specialists.

From the Office of Strategic Management, Research, and Development (SMRD)--headed by Associate Commissioner Murray A. Newman, Ph.D.--efforts were contributed by several members of SMRD's Special Projects Division, which is administered by Alicia Dimmick Essary. Barbara K. Richardson, project developer, prepared the original grant proposal. Lucretia Dennis-Small, project specialist, provided support to the project, prepared reports to the funding source, and arranged for nationwide dissemination of project results. Nicholas Constant, Mary Garcia and Margie Simmons contributed to the good quality of project documents.

# General Introduction

In the past year, the Texas Department of Human Services (DHS) conducted 12 projects funded by P.L. 93-247 Basic State Grant Funds (Part I--9 projects) and Medical Neglect Grant Funds (Part II--3 projects). The projects were designed to test ideas for improving services to children in need of protection. Seven projects operated from the state office (Austin), and 5 projects operated from DHS's direct-service regions. However, the seven state office projects involved regional staff and provided direct benefits statewide to all the direct-service regions. (Project titles and locations are shown in figure 1.)

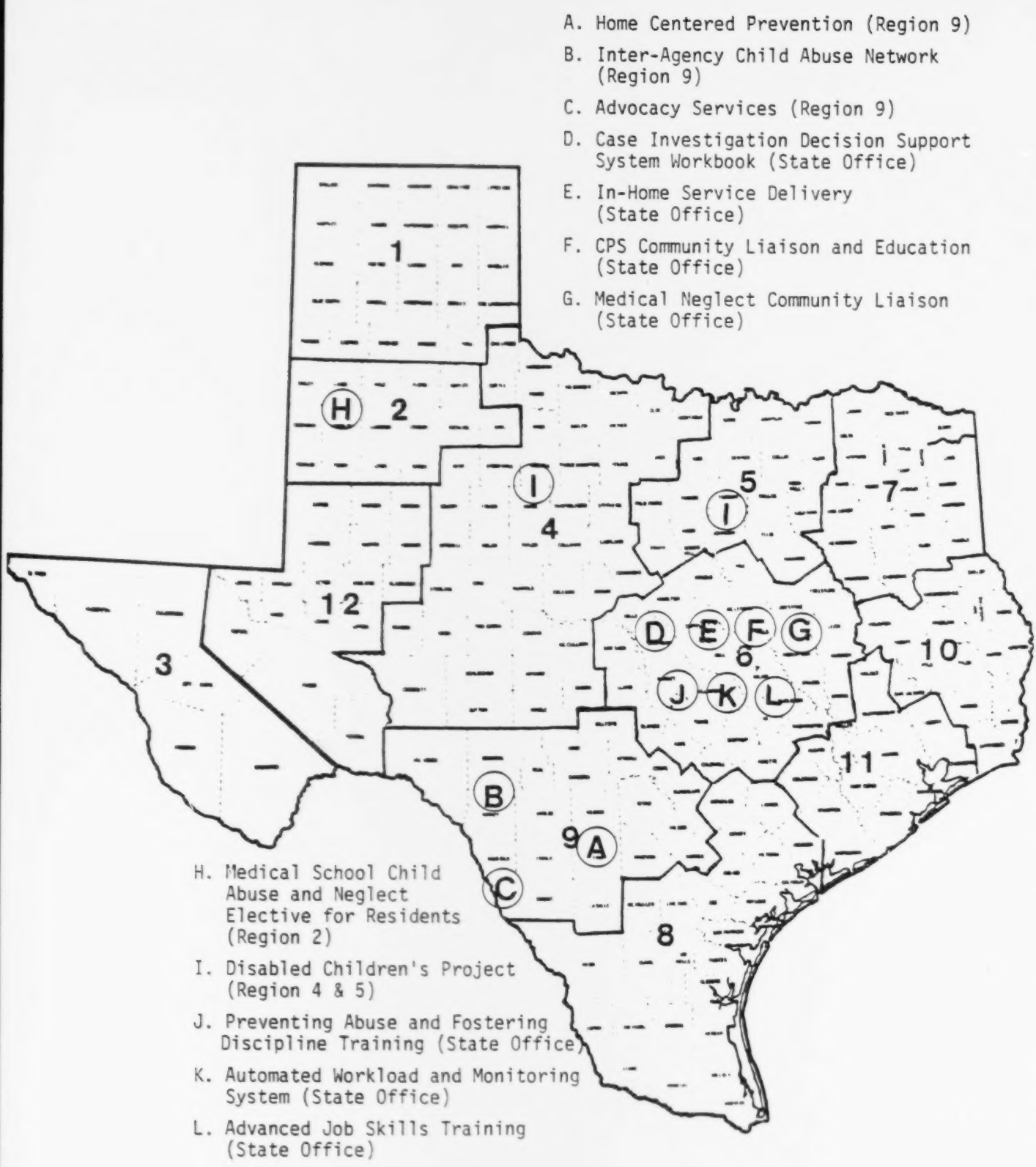
## OVERALL OBJECTIVES

Overall objectives established for the 9 projects funded by Basic State Grants (Part I) were--

- to provide equity and consistency of services to the children that DHS's Protective Services for Families and Children (PSFC) Program is responsible for protecting under state and federal law;
- to develop automated applications for use by PSFC staff as part of DHS's "streamlining" initiative;
- to implement strategies to reduce the incidence of child neglect and family violence; and
- to plan for future service delivery needs and future directions in program development and management.

The overall objectives for the 3 projects funded by the Medical Neglect Grant (Part II) were--

- to improve procedures or programs for responding to reports of withholding medically indicated treatment from disabled infants with life-threatening conditions;


A. Home Centered Prevention (Region 9)
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I. Disabled Children's Project (Region 4 & 5)
J. Preventing Abuse and Fostering Discipline Training (State Office)
K. Automated Workload and Monitoring System (State Office)
L. Advanced Job Skills Training (State Office)

Figure 1. Locations of 93-247 Projects within DHS Regions

- to develop and implement information and education programs or training programs for professional and paraprofessional staff--including CPS and health care per-sonnel--and for parents, with the purpose of improving services to disabled infants with life- threatening conditions;
- to develop and implement programs to help in obtaining and coordinating social and health services and financial assistance; and
- to establish within health care facilities committees for educating, recommending guidelines, and offering counsel and reviews.

## PROJECTS REPORTED ON AND TYPE OF REPORT

This report is one of 12 separately printed documents on the following projects, 5 of which are ending this year (final reports) and 7 of which will continue for another year (annual reports).

### Basic State Grants (Part I Funds)

- Home-Centered Prevention Project (annual report);
- Interagency Child Abuse Network Project (final report);
- Advocacy Services Project (final report);
- Case Investigation Decision Support System Workbook Project (final report);
- In-Home Service Delivery Development Project (annual report);
- Community Liaison and Education Project (annual report);
- Preventing Abuse and Fostering Discipline Training Project (final report);

- Automated Work Load Analysis and Monitoring System Project (annual report); and
- Advanced Job Skills Training Project (final report on a three-year project).

**Medical Neglect Grants (Part II)**

- Medical Neglect Community Liaison Project (annual report);
- Medical School Child Abuse and Neglect Elective for Residents Project (annual report);
- Disabled Children's Project (annual report).

**FOR MORE INFORMATION**

Each of the 12 annual or final reports may be obtained by contacting--

Texas Department of Human Services
Office of Strategic Management, Research, and Development
P. O. Box 2960 (Mail Code 234-E)
Austin, Texas 78769
Telephone Number (512) 450-3646 or (512) 450-3648

## EXECUTIVE SUMMARY

### REPORT'S SCOPE

The Advanced Job Skills Training (AJST) Project was conducted in the Protective Services for Families and Children (PSFC) Branch at DHS headquarters in Austin. This final report, a process evaluation, describes the methodology used to develop competency-based training for child protective services (CPS) specialists who are in their first 24 months of employment.

### FIRST PROJECT YEAR

During the first project year, regional administrators nominated staff member from their regions to serve on an advisory committee, which organized and directed regional work groups that conducted project activities. The committee members and project staff completed a competency model for AJST/BJST--Basic Job Skills Training; organized the competencies into training areas; gathered initial input on the proposed regional plans to administer AJST; and identified training areas and methods for the first six months of AJST.

The committee agreed to revise BJST, to provide preclass OJT, and to reduce the time spent in the BJST classroom component. The supervisor was given primary responsibility for verifying that learning objectives were met.

In the former BJST model, new CPS specialists spent three weeks at a centralized training center. This has been reduced to two weeks.

The project identified the skills required for tasks performed by CPS specialists and revised the BJST curriculum accordingly.

## SECOND PROJECT YEAR

During the project's second year of operation, a developmental pilot test of AJST was conducted in two DHS regions--3/12 (El Paso) and 9 (San Antonio). El Paso used a training unit and San Antonio continued to assign newly hired CPS specialists (workers) to various unit supervisors for training.

### El Paso Pilot Test

In El Paso the regional director for Services to Families and Children wanted to achieve continuity in training and ensure that new staff were not assigned responsibilities beyond their skill level and training. The training unit addressed these and other problems (e.g., rapid burnout of staff; lack of time for CPS supervisors to devote to training new hires because of existing caseloads). Now, the supervisor of the training unit hires all new specialists, and staff development conducts the formal classroom training.

Caseloads of new staff are protected by limiting size and degree of complexity. The specialists spend a maximum of six months in the training unit. The training unit supervisor decides when trainees are ready to handle more complex cases and when they are ready to be intergrated into a conventional CPS unit. Throughout the process, new hires are slowly exposed to tenured workers and the supervisor of the unit to which they will be transferred. They also are introduced to community resources.

### San Antonio Pilot Test

San Antonio used its CPS staff development specialist to train newly hired workers. This approach was an established procedure, and the staff development specialist already had a working relationship with CPS supervisors.

**Pilot Test Evaluation**

The project staff evaluated the pilots by conducting structured interviews with specialists (workers) who attended training sessions at both sites, with supervisors who received new hires, and with program directors (second-line supervisors). Staff from each pilot site were extremely positive about the outcome of the training and the way it was handled.

Project staff suggested a number of changes in both pilots. These changes were implemented to the degree possible.

**Curriculum Decisions**

The advisory committee and project staff identified 6 training topics (reorganized from more than 30 previously identified learning areas) and began to identify specific curricula for each of the 6. The identified topics were--professional role, fact gathering, assessment/service planning, rules and requirements, child placement, and legal (See Appendix F for an explanation of the topics). These 6 topics were later reduced to 5--**child placement, court-related tasks, professional role, communication, and decision-making.**

Multi-regional work groups were assembled to develop and review the existing curriculum and make recommendations about its suitability for inclusion in the mandated training. It was decided that the topics and objectives under the curriculum topics were the mandated part of the training. Regions could meet those requirements in any way they deemed appropriate.

## THIRD PROJECT YEAR

During the project's third year, the name AJST was changed to CJST (Continuing Job Skills Training). The advisory committee felt this terminology was more descriptive of what they wanted to accomplish. The project's regional work groups suggested the name change.

### Continuing Role of Regional Work Groups

The work groups will continue to exist after the project is over. They will review, coordinate, and administer the CJST curriculum changes on an ongoing basis.

### Statewide CJST Committee Formed

In addition, a statewide CJST committee was formed. This committee also will regularly review CJST content and structure and make recommendations for changes. All curriculum changes must be approved by the Protective Services for Families and Children Branch at headquarters in Austin.

A pamphlet describing the Managed Staff Development Model for CPS was developed (See Appendix G).

# 1. BACKGROUND

## MANAGED STAFF DEVELOPMENT MODEL

On May 9, 1983, a formal statement of DHS's staff development process, known as the Managed Staff Development Model (MSDM), received executive approval. MSDM had three components: Basic Job Skills Training (BJST), Advanced Job Skills Training (now called Continuing Job Skills Training--CJST), and Individualized Staff Development (ISD). Each component must be completed before the next is started.

- o BJST teaches entry-level knowledge and skills to new staff members; it is given in the first six weeks of employment. BJST was developed and first used in 1981 and evaluated in 1982.

- o AJST (now called CJST) teaches job skills needed beyond entry level and is given between the 7th and 24th months of employment.

- o ISD is an ongoing part of DHS's performance evaluation process; the CPS specialist and his or her supervisor determine individual training needs and how to meet them.

## PLANNING REQUIREMENTS

Planning and implementing the comprehensive CPS training program called for by the MSDM required careful attention to learning needs and creative approaches to the delivery of training. The requirements entailed the following:

- o identifying needed competencies and learning areas,

- o developing learning objectives and performance measures,

- o obtaining and producing training curricula and materials,
- o assessing time frames for BJST and AJST,
- o determining training roles and responsibilities,
- o scheduling CPS specialists for training,
- o testing training effectiveness, and
- o making needed revisions.

## ADVANCED JOB SKILLS TRAINING

During fiscal year 1985, DHS's Protective Services for Families and Children (PSFC) Branch conducted the first year of a three-year federally funded project to develop administrative procedures and the curriculum for advanced training in child protective services (CPS). The Advanced Job Skills Training (AJST) Project began developing a standardized framework for improving the ability of CPS specialists to provide a high quality of service to abused and neglected children and their families.

Both BJST and AJST are competency-based--that is, based upon the skills, abilities, and knowledge needed to perform a task or job. BJST was taught at two central locations (Houston and Arlington) and, under special circumstances, in other DHS regions. Evaluation of BJST indicated that too much content was included in the first three weeks of training and that there was no system to facilitate follow-up training in the regions.

AJST involves on-the-job training components. Unlike BJST, AJST is not given in centralized locations; however, the topics, objectives, and essential content are uniform statewide. Regions may vary in their presentation methods and may use different curriculum packages to cover the required content and meet learning objectives. The curriculum is taught throughout the state by regional

staff development specialists and by CPS unit supervisors. Unit supervisors are closely involved in the staff development process; their involvement ensures that workers integrate training into the job and that they develop further skills through their job experience.

# 2. FIRST-YEAR OPERATIONS

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## GOAL AND OBJECTIVES

The AJST Project was aimed at completing DHS's Managed Staff Development Model (MSDM) for CPS staff. The project identified the competencies needed and developed a curriculum. The resulting training program guides CPS workers in developing their abilities to give high-quality services to families with abused or neglected children.

To accomplish the project's goal, the following eight objectives were set for the first project year:

1. to establish a steering committee for regional and state office input, review, and comment;

2. to establish an AJST administrative plan that includes (a) preparing a pamphlet explaining MSDM as it is developed for CPS specialists, (b) developing a training reporting system, and (c) delineating roles and responsibilities among state office and regional program and support staff;

3. to establish a competency-based model for training CPS specialists;

4. to establish learning objectives and performance measures based on the competencies, including a test for exemption from training;

5. to establish curricula;

6. to establish systems to validate, evaluate, update, and revise competencies, learning objectives, performance measures, and curricula content;

7. to establish training-for-trainers curricula; and

8. to establish procedures for a pilot test.

## ACCOMPLISHMENTS (FIRST YEAR)

### Advisory Committee

In October 1984, the project director was hired. She established the statewide advisory committee by asking each regional administrator of Protective Services for Families and Children (PSFC) to nominate a representative. Each of the administrative regions selected one or two people to serve on the committee, which held its first meeting on November 27-29 in Austin. DHS headquarters in Austin was represented on the committee by the project director and one other person from PSFC, one person from the Staff Development Division, and one from the Personnel Division.

### Administrative Plan

In the first year, offices participating in the project--PSFC, the Office of Staff Development, and the Office of Research, Demonstration, and Evaluation

(ORDE)--now called Strategic Management, Research, and Development (SMRD)--discussed the administrative plan (Objective 2), which contained three subobjectives:

A. preparing a pamphlet explaining how DHS's staff development model was developed for CPS specialists;

B. developing a way of reporting on whether trainees have achieved the desired competencies; and

C. clarifying the roles and responsibilities of the various offices involved in the project.

At the meeting, participants worked out agreements that fulfilled Subobjective C as it related to state office staff. Throughout the first project year, headquarters staff developed relevant materials, worked with the advisory committee, and provided consultation and technical assistance to groups of regional program staff. Regional program staff reviewed and revised competencies, learning objectives, and performance measures. They also provided input into curriculum content and revisions to BJST.

Participants in the meeting also agreed that Subobjective A could not be achieved until the end of the project's second year.

The project achieved Subobjective B during its first year by developing the trainee evaluation form shown in Appendix A.

## Competency-Based Model for Training

During the first project year, steering committee members and the project staff reviewed and revised a draft of the competency-based model for training. As competencies were agreed upon, the project staff analyzed them to identify learning areas needed for staff to acquire

competencies. Learning objectives and performance measures for them were drafted by steering committee members and their regional work groups.

The project staff devised a method for documenting whether CPS specialists met the learning objectives. An evaluation form--"Trainee Objective Attainment Record" (see Appendix A)--is to be used by the supervisor, regional staff development specialists, and the BJST trainer to certify that a trainee met the learning objectives on materials presented in BJST. The revised BJST agenda (Appendix B) to be used during the second project year was developed.

## Exemption from Training

During its first year, the project considered the existing practice of granting a request for permanent waiver to exempt CPS specialists (workers) from BJST.

The project staff decided that the process for administering these tests would be developed during the project's second year. It also was planned that the project would develop an instrutment and a structure for "testing out" of BJST. Few staff members trusted the waiver system.

## AJST Curriculum Components

Project staff determined that the curriculum, to be completed during the project's second year, would have the following components:

- o identified learning objectives;
- o identified performance measures;
- o structured learning experiences (selected and administered by each region); and

- resource materials (books, articles, self-instructional packages, and curriculum packages) available to regions).

The project staff decided that the statewide learning objectives and performance measures should be developed from recommendations made to project staff by the 10 regional work groups. They also decided that the structured learning experiences should take place in the regions and would be conducted by CPS supervisors, staff development specialists, and other CPS experts. Project staff decided they would identify and prepare resource materials, but regional staff could substitute their own resource materials to achieve any of the learning objectives.

## Systems to Validate and Revise Curricula

During the first year of the project, the committee and project staff agreed that systems were needed to validate, evaluate, update, and revise competencies, learning objectives, performance measures, and curricula. However, they decided that such systems should be established during the project's second year.

## Training for Trainers

The training-for-trainers curriculum on supervisors' BJST role and responsibilities was developed during the latter part of the first project year by staff at DHS headquaters in Austin. Project staff scheduled the training for CPS supervisors, staff development specialists, and program staff designated by regions for October 1985 (see Appendix C for an outline of the CPS supervisor's role and responsibilities in BJST).

**Revisions in BJST**

In the first project year, project staff and regional committee members identified the following revisions for BJST and put them into effect in September 1985:

- Responsibility for training was shared by the unit supervisor, the BJST trainer, and the regional trainer.

- Centralized classroom time was reduced to 10 days.

- BJST was expanded to include some on-the-job (OJT) experiences both before classroom training and, in pilot regions, after classroom training. OJT was to be provided by the unit supervisor and/or the regional CPS trainer. At some time during the trainee's probationary period, she or he will receive court-related training. Also, the "Videotaped Interview in Investigation of Child Abuse" will be provided to those who need it.

- Procedures were planned for "testing out" of BJST. Until the procedures were developed, supervisors were to continue to request waivers for those staff members who did not need the centralized classroom training.

- As soon as a new CPS specialist was hired, the personnel office immediately notified regional trainers and the state office scheduling coordinator. The supervisor received training materials to prepare the new employee for BJST classroom training, and the new hire was assigned to BJST within the first six weeks of employment.

- Supervisors, program directors, and regional staff development specialists were to receive the training-for-trainers curriculum.

### Two Sites Selected for Pilot Test

Three DHS regions--6 (Austin), 9 (San Antonio), and 3/12 (El Paso)--volunteered to pilot test the BJST curriculum. Regions 9 and 3/12 were selected to participate. The pilot test started September 30, 1986. It was planned that the project staff would visit pilot sites to give technical assistance and monitor progress throughout the test.

## UTILIZATION AND DISSEMINATION

During the first project year, a flyer (see Appendix D) explaining the AJST concept and the project's goal and objectives was developed and distributed to headquarters PSFC Branch staff members, to regional directors for Services to Families and Children, to CPS program directors, and to the steering committee members. The project was discussed at a staff development conference in August 1985.

Quarterly progress reports and the annual report were distributed to DHS administrative staff and regional personnel.

The annual report, dated September 30, 1985, was sent to the Clearinghouse on Elementary and Early Childhood Education in Urbana, Illinois. An abstract of this document was included in the April 1986 issue of Resources in Education (RIE), the clearinghouse's monthly abstract journal. The full document is available through ERIC, the clearinghouse's document retrieval system. Also, ERIC microfiched this final report.

## SUMMARY OF FIRST YEAR

In its first year, the AJST Project addressed the need for completing DHS's Managed Staff Development Model for CPS staff. The project developed a model that described a standard body of knowledge necessary for CPS workers during their first two years of employment.

The revised BJST segment was shortened from 15 days to 10. Responsibility for training is shared by the unit supervisor, the BJST classroom trainer, and the regional staff development specialist and includes on-the-job training.

# 3. SECOND-YEAR OPERATIONS

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## GOAL AND OBJECTIVES

The AJST Project's goal in its second year was to complete DHS's Managed Staff Development Model (MSDM) for child protective services (CPS) specialists, thereby enhancing the CPS staff's ability to provide high-quality services to abused and neglected children and their families. The following four objectives were established for the project's second year:

1. to implement the revised BJST statewide;

2. to implement a developmental pilot test to deliver AJST at two sites;

3. to develop a system for statewide coordination and dissemination of training information and curricula, and

4. to develop a plan for the continuation and evaluation of the developmental pilots after the project ends.

## ACCOMPLISHMENTS (SECOND YEAR)

### Revised Statewide BJST

All newly hired CPS specialists attended the revised BJST. The specialists' supervisors received a packet of materials to use in preparing trainees before they attend classes. The packet contains a trainee's course-book, self-instructional manuals on forms, a manual entitled "Supervisors Guide to BJST," an OJT checklist, and a Trainee Objective Attainment Record. The pilot regions have additional post-classroom learning objectives that must be met during the first six months of employment.

### Evaluation of Developmental Pilot Test

The AJST Project staff designed and administered an evaluation instrument that allowed unit supervisors to discuss with CPS specialists the results of their BJST and to plan their AJST. The project staff wrote a summary of the evaluation results (see Appendix E).

### System for Statewide Coordination

By the end of the second project year, the staff had explored but not developed a system for statewide coordination and dissemination of training information and curricula. However, the AJST Project was funded for a third year, and the development of a system for statewide coordination of training curricula and information became one of the third-year objectives.

### Continuation Plan

The PSFC Branch at DHS headquarters in Austin decided to fund the AJST Project for a third year. During this year, the project planned to--

1. complete the pilot test of AJST and identify curricula and training methods;

2. complete state and regional plans for statewide implementation of the MSDM for CPS specialists;

3. develop processes for ongoing identification and dissemination of training materials;

4. develop a process for identifying and making changes in BJST/AJST models, contents, methods, and administrative plans in response to changing conditions; and

5. develop and write guidelines for AJST, and send them to the regions for use in planning their training. (Project staff were to develop AJST curriculum packages with standardized learning objectives and measures, suggested learning activities, and resources. Regions may adapt packages to best meet their needs.)

## ISSUES AND RESOLUTIONS (SECOND YEAR)

Problems and issues that surfaced during the project's second year stemmed primarily from uncertainty about the direction in which the project was going. The following four subsections briefly describe how the project dealt with major issues.

### Consolidated Training Topics

The number of training topics identified by the advisory committee and project staff seemed overwhelming. The consensus was that the more than 30 topics appeared to be unmanageable, and they were consolidated into the following 6:

1. professional role,

2. fact gathering,

3. assessment/service planning,

4. rules and requirements,

5. child placement, and

6. legal.

(Later in the project, this list was narrowed further to 5 training topics. See Appendix F for an explanation of those topics.)

## Supervisory Issues

Generally, CPS supervisors viewed the additional time spent training new workers as well worth their while. Some expressed concern about not being allowed time from their administrative duties to properly pursue the in-depth training requirements. They inquired as to whether these duties would be spelled out in their performance evaluations and accepted by higher management levels as one of their primary functions. By the end of the second project year, this issue had not been resolved but was being considered by DHS's Personnel Division.

CPS supervisors indicated they needed more instruction on how to use the rating instrument (called the Trainee Objective Attainment Record) that was developed for BJST. They stated that the measure was too complex and not well organized. Instead, supervisors suggested a checklist. The checklist and simplified instructions were developed and were reviewed by the regions.

Also, from reports and discussion it appeared that new supervisors tended to view the pilot test more positively than did supervisors with longer tenure.

### Project Director Vacancy

The project director's position was vacated on March 17, 1986. The PSFC Branch hired a part-time project director on July 1. She directed the project throughout its third year.

During the vacancy, project operations were conducted by the advisory committee, the PSFC program specialist, and the staff development specialist.

### "Testing Out"

Some regional staff members were uncomfortable with the concept of "testing out" of BJST-AJST. One concern was that allowing CPS specialists to test out of training left DHS with legal liabilities. A suggested "Test-Out Plan for the CPS BJST Centralized Classroom Training" was drafted by the project staff. The plan was reviewed by regional work groups and the advisory committee.

DHS administrators (from the Office of the General Counsel, the Office of Field Management, the Staff Development Division, the Personnel Division, and the PSFC Branch) reviewed regional concerns. They decided that if consistency could be established on "testing out" procedures, any legal requirements for entry-level training would be met. Project staff planned to develop the process for testing out and the test instruments in the project's third year.

## SUMMARY OF SECOND-YEAR OPERATIONS

During the project's second year, all newly hired CPS specialists began OJT before attending BJST classroom instruction. Trainees also had to pass tests on some basic CPS forms before they could attend BJST classroom instruction.

The project advisory committee agreed to six BJST/AJST instructional topics--professional role, fact gathering, assessment/service planning, rules and requirements, child placement, and legal. (Later the number of topics was reduced to five--see appendix F.) Work groups began to develop learning objectives, measures, and specific content.

The AJST Project continued through a third year, from September 1, 1986, to August 31, 1987.

# 4. THIRD-YEAR OPERATIONS

GOAL AND OBJECTIVES (4-1)
PILOT SITES CONDUCT TRAINING (4-2)
El Paso (4-2) San Antonio (4-4)
EVALUATION OF PILOT SITES (4-4)
ELEMENTS ADDED TO CURRICULUM (4-5)
ADMINISTRATIVE PLAN (4-6)
ISSUES/PROBLEMS AND RESOLUTIONS (4-6)
Training New Supervisors (4-7)
Retaining and Distributing BJST Records (4-7)
Reviewing and Updating Curriculum (4-7)
Sufficient Priority for Training Delivery (4-8)
"Testing Out" (4-8)
Training beyond Entry Level-- A Continuing Process (4-8)
SCHEDULE FOR STATEWIDE IMPLEMENTATION (4-9)

## GOAL AND OBJECTIVES

The goal of the project during its third year continued to be to complete the MSDM for the CPS program in order to enhance staff's ability to provide the highest quality of service to abused and neglected children and their families.

Four objectives to be accomplished during the third year were--

- o to complete the pilot test of AJST and identify curricula and training methods that meet the needs of CPS staff;

- o to complete state and regional plans for statewide implementation of MSDM, including preparation of a pamphlet that explains MSDM for CPS specialists;

- to develop processes for ongoing identification and dissemination of training materials and methods for use by CPS supervisors; and

- to develop a process for identifying and making changes in the BJST/AJST models, contents, methods, and administrative plans in response to changing conditions.

## PILOT SITES CONDUCT TRAINING

As planned, El Paso (DHS Region 3/12) and San Antonio (DHS Region 9) served as pilot sites for the newly developed Advanced Job Skills Training. Each site approached the delivery of the training in a different way.

### El Paso Site

Use of a Training Unit. The unique feature of the El Paso site was its use of a training unit, administered by a CPS supervisor, in which all newly hired CPS specialists spent a maximum of six months. Trainees attended a series of classes and had protected caseloads (were assigned a limited number of cases). Additionally, the degree of difficulty of cases was assessed by the training supervisor before they were signed to trainees.

Topics covered in the classroom instruction included--work with the court; interviewing skills (theory and practice); CPS investigation; service planning; treatment of sexual abuse cases; case documentation; time management; and self-awareness. Classes were taught by the regions' CPS staff development specialist, an assistant district attorney for the county, and DHS child protective services staff with expertise in specialty areas.

When the training unit supervisor determined that that a specialist had acquired an adequate amount of CPS theory and demonstrated some understanding of CPS work and clients, she or he was assigned more challenging cases, and the size of the caseload was increased. At this point, the specialist began working with the unit supervisor and co-workers in the unit to which he or she would be permanently assigned. This interaction served to form relationships with prospective collegues. Also, new trainees got a more realistic view of what CPS work involved and had the experience of working with and handling crises.

When the training unit supervisor determined that the trainee was ready to assume the full duties of a CPS specialist, she or he was transferred into a coventional supervisory unit and permanently assigned ongoing responsibilities.

Rationale for Training Unit. The region initiated the training unit to address the following identified problems:

- Previous hiring practices were inadequate. Now the training unit supervisor hires all CPS specialists and assigns them directly to the training unit. The supervisor also "counsels out" new hires if they are not suited to the work.

- Training was delivered by various individuals. The result was inconsistency of content.

- Supervisors lacked time to thoroughly train new staff before assigning them some of the unit's more difficult cases.

- Supervisors were reluctant to terminate employees during the first six months of employment.

- CPS units demonstrated a lack of uniformity and consistency in meeting program performance standards.

- Because CPS specialists often did not understand program goals, their morale was low.

San Antonio Site

Region 9 had a very active AJST advisory committee and a CPS trainer who worked very closely with all CPS supervisors to discuss training needs and determine training effectiveness. AJST (later in the project called Continuing Job Skills Training--CJST) consisted of a series of classroom presentations taught on a rotating basis throughout the first 24 months of CPS employment. After the pilot test the regional director for Services to Families and Children (third-line supervisor) decided that AJST should be taught within the first 12 months of employment and so directed the CPS trainer, who now delivers the training within the 12-month period whenever possible.

The CPS trainer developed some original curriculum for AJST and used some exiting materials.

EVALUATION OF THE PILOT SITES

The project staff assessed the effectiveness of the techniques used by the two pilot sites. In El Paso, the regional director for Services to Families and Children voiced a strong commitment to train specialists before hitting them with full caseloads. He felt this was necessary because new employees often came to the job with little or no knowledge of the discipline of social work and seldom had CPS experience or training. This lack of training, he felt, contributed to a high burnout rate and crippled the program's operations. The regional director and his management staff felt the temporary problem of having experienced workers carry a larger number of difficult cases was well worth the anticipated gains of having well-trained staff.

Both sites were evaluated by the AJST Project staff, using structured interviews with trainees, with their permanent supervisors, and with all CPS program directors (second-line supervisors). Staff were extremely positive about the training at both sites. They had suggestions for improving operations, and these were implemented.

In El Paso, the suggestions were--give trainees more diverse casework experiences, allow more contact with conventional unit members and supervisors, encourage and initiate contact with community resources and other agencies, and allow flexibility in the amount of time spent in the training unit (initially all trainees were required to spend the full six months with the training supervisor).

## ELEMENTS ADDED TO CURRICULUM

As the advisory committee members and the project staff observed the curriculum used at the pilot sites, they identified the need for additional training for new CPS staff. They made the decision to add information that would address the following points:

- ethical dilemmas (dealing with CPS ambiguities);
- confidentiality;
- liability;
- shared decision making;
- accountability;
- value clarification; and
- self-awareness.

Advisory committee members supplied articles and suggested curriculum content to address these points from materials already used in their regional training.

## AJST (CJST) ADMINISTRATIVE PLAN DEVELOPED

The project staff and the advisory committee developed the administrative plan for Continuing Job Skills Training (CJST) that is now mandated by the Protective Services for Families and Children Branch in Austin. The training now is required for all new CPS specialists in DHS. The administrative plan spells out the procedures for maintaining the CJST system. The following topics were discussed in the administrative plan:

- a "testing out" system;
- a system to initiate the specialist's participation in CJST;
- initiating and maintaining a system to schedule, track, and record the CPS specialist's progress through the required CJST curriculum (see Appendix G);
- maintaining communication links between CPS supervisors and trainers;
- initiating and maintaining a method to determine what should be taught in CJST and to keep the curriculum current and relevant;
- a method to recognize CJST graduates; and
- establishing a curriculum resource depository.

## ISSUES/PROBLEMS AND RESOLUTIONS

During the project several issues were raised by CPS staff. The following paragraphs discuss the issues and their resolutions.

### Training New Supervisors on CJST Duties

**Issue.** A significant portion of supervisors statewide were hired since the project's initial training (October 1986) of CPS supervisors who would administer the CJST program. The regions did not have a system for training new supervisors on their responsibilities to provide on-the-job-training to all CPS specialists.

**Resolution.** Regularly scheduled training sessions for new CPS supervisors will be initiated by the Staff Development Division in Austin. Regions also will incorporate into supervisors' performance evaluation a task that spells out the expectation for them to direct on-the-job-training for new CPS staff.

### Retaining and Distributing BJST Records

**Issue.** Some regional staff development specialists indicated that CPS supervisors were concerned about establishing regular procedures for keeping a central file of the Trainee Objective Attainment Record (TOAR) and forwarding copies to superviors statewide, so they could properly review their workers' basic training and plan for their advanced training.

**Resolution.** Staff development specialists requested that instructions on what to do with the TOAR when BJST is completed be placed on the front page of the TOAR.

### Reviewing and Updating the Curriculum

**Issue.** The group was concerned about putting in place a method for updating and disseminating training materials to be used by CPS supervisors.

**Resolution.** Existing multi-regional committees will appoint two representatives to a statewide training committee. One representative will be from the CPS program and the other from staff development. The

committee will review the curriculum and make changes in the BJST/CJST models, content, and administrative plans.

### Sufficient Priority for Training Delivery

**Issue.** CPS staff development specialists are often assigned other training duties. In the past, these additional assignments sometimes caused delays in training CPS specialists.

**Resolution.** Regional directors for Services to Families and Children should be informed about unusual delays in the delivery of training to CPS staff.

### "Testing Out"

**Issue.** CPS supervisors were uncomfortable with the idea of allowing specialists to "test out" of CJST.

**Resolution.** The advisory group recommended that specialists not be allowed to "test out" of CJST. "Testing out" of BJST will be delayed until the curriculum is revised to incorporate new CPS policies and other pending program operation procedures. The supervisor has the option of letting experienced workers demonstrate mastery of content and learning objectives in ways other than formal classroom training. However, the supervisor must document the mastery.

### Training beyond Entry Level--<br>A Continuing Process

**Issue.** The advisory committee suggested a change in terminology used to describe training beyond the entry level. (Entry-level training is still called BJST.)

**Resolution.** The group changed the name of job training beyond the entry level to Continuing Job Skills Training (CJST), in place of Advanced Job Skills Training (AJST), in order to emphasize the continuing nature of the process.

## SCHEDULE FOR STATEWIDE IMPLEMENTATION

The AJST Project identified the competencies needed by CPS specialists and prepared a curriculum (now called CJST) to meet those needs. By January 1988 the CPS program will implement the new training program throughout Texas.

# APPENDIXES

## ADVANCED JOB SKILLS TRAINING PROJECT

APPENDIX A

Trainee Objective
Attainment Record

# CPS SPECIALIST CONTINUING JOB SKILLS TRAINING

## TRAINEE OBJECTIVE ATTAINMENT RECORD (TOAR)

TRAINEE'S NAME_____MAIL CODE_____

SOCIAL SECURITY NUMBER_____BJN_____

REGION_____HIRE DATE_____

SUPERVISOR'S NAME_____MAIL CODE_____

REGIONAL TRAINER'S NAME_____MAIL CODE_____

**STATEMENT OF COMPLETION OF CJST:**

**CJST was completed by the above trainee on**_____

_____
**Supervisor**

_____
**Trainee**

If any of the above identifying information changes, the cover sheet should be updated either by completion of a new face sheet or old items crossed out and new information written above deleted information.

When the statement of completion of CJST has been signed by the supervisor and the trainee, send the information sheet to regional personnel, a copy to the regional CPS trainer and retain a copy for the individual's training file.

**9/87**

## TOPIC I: PROFESSIONAL ROLE

**TIME MANAGEMENT**

Curriculum Content:

1. Time wasters
2. Time management aids/resources
3. Time management techniques

Learning Objectives:

1. CPS specialist will be able to recognize and develop means of dealing with recurring time management problems
2. CPS specialist will demonstrate some simple/easily implemented time management techniques and identify some time management resources

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

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4.___ Supervisor/peer training via demonstration/discussion of time management techniques/resources (describe) _____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

(9/87)

**STRESS MANAGEMENT**

Curriculum Content:

1. Sources of stress
2. Aids/resources for stress reduction
3. Stress reduction techniques

Learning Objectives:

1. CPS specialist will be able to recognize and develop means of dealing with own stress
2. CPS specialist will describe or demonstrate some simple/easily implemented stress management techniques and resources

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

4.___ Supervisor/peer training via demonstration/discussion of stress management techniques/resources (describe) _____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**BUILDING AND MAINTAINING PRODUCTIVE RELATIONSHIPS**

Curriculum Content:

1. Teamwork
2. Conflict management
3. Assertiveness

Learning Objective:

CPS specialist will be able to work with other DHS staff, professionals from other agencies and organizations, clients, substitute caregivers and other representatives of the community in case planning and case decision making

Documentation of method(s) used to cover content and meet learning objective and date(s) training method(s) completed. A space for comments is provided on the back of this page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

4.___ Supervisor/peer training via demonstration/discussion of professional relationship building (describe) _____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

The Professional Role portion of required CJST was completed by _____

_____on_____.

_____
Supervisor

_____
CPS Specialist

9/87

## TOPIC II: COMMUNICATION

### FACT GATHERING STRATEGIES

Curriculum Content:

1. Strategies for intake and investigation
2. Strategies for compiling social histories

Learning Objectives:

1. CPS specialist will be able to obtain sufficient information to prioritize investigations or reports in a timely manner
2. CPS specialist will be able to obtain a social history to support the assessment of degree of danger to the child

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

4.___ Supervisor/peer training via demonstration/discussion of fact gathering strategies in case situations (describe)

_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**FACT GATHERING INTERVIEWS**

Curriculum Content:

1. Interviewing techniques that support effective fact gathering
2. Special techniques for interviewing children
3. Videotaped interviews in child abuse investigation

Learning Objectives:

1. CPS specialist will demonstrate the following interviewing/communication techniques:

   Listening and observation skills

   Use of non-defensive responses to provocative statements

   Questioning skills

   Confrontation

   Projecting a professional demeanor

   Authoritative stance

2. CPS specialist will be able to conduct investigative interviews with children at a variety of developmental levels including videotaped interviews.

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

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2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via demonstration/discussion of specific interview techniques used in actual or simulated interactions (describe) _____

_____

_____

_____ Date completed

5.___Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**THERAPEUTIC INTERVENTIONS**

Curriculum Content:

1. Environmental issues
2. Cultural issues
3. Developmental issues
4. Human behavorial issues

Learning Objective:

1. CPS specialist will be able to engage individual clients in making both behavioral and environmental changes needed to provide child safety.

Documentation of method(s) used to cover content and meet learning objective and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via demonstration/discussion of specific therapeutic interventions used in actual or simulated case situations (describe)_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**DOCUMENTATION**

Curriculum Content:

1. Narrative recording:

   Purpose(s)

   Timeliness

   Accuracy

   Style/format

2. Reports and social histories:

   Purpose(s)

   Timeliness

   Accuracy

   Style/format

3. Forms

   Purpose(s)

   Timeliness

   Accuracy

Learning Objectives:

1. CPS specialist will be able to comply with policy and demonstrate accepted written communication techniques in narrative recording and preparation of reports and social histories

2. CPS specialist will be able to comply with policy and procedures in completing and transmitting forms.

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Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the ~~back of this~~ following page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4. ___ Supervisor/peer training via review of examples of model narrative recording and/or reports and social studies (describe)_____

_____

_____

_____ Date completed

5. ___ Other training method (describe)_____

_____

_____

_____ Date completed

9/87

COMMENTS:

**The Communications portion of required CJST was completed by**

_____ on _____.

_____
Supervisor

_____
CPS Specialist

9/87

## III. DECISION MAKING

### ASSESSMENT

Curriculum Content:

1. Values clarification
2. Cultural issues
3. Developmental issues
4. Risk/Degree of danger:
   - Indicators of abuse/neglect
   - Characteristics of families and children/social histories
   - Dynamics
   - Environment
5. Resources:
   - Family strengths
   - Support systems
   - Environment
6. Documentation:
   - CANRIS, SSMS, FACTS, other required forms
   - Standardized intake and investigation format and content
   - Standardized foster care intake summary format and content
   - Narrative recording format, style and content

Learning Objectives:

1. CPS specialist will be able to incorporate knowledge of the impact of values, including own, on assessments of child abuse/neglect, especially in determining degree of danger

2. CPS specialist will be able to incorporate knowledge of cultural and developmental issues as they impact on assessments of child abuse/neglect, including degree of danger

3. CPS specialist will be able to incorporate knowledge of indicators of child abuse/neglect, environmental factors and characteristics of abuse/neglect, including degree of danger

4. CPS specialist will utilize information on family systems to assess child's biological or substitute family's ability to meet child's needs and to protect him from abuse/neglect

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the ~~next~~ following page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4. ___ Supervisor/peer training via demonstration/discussion of specific assessment techniques used in actual or simulated interactions (describe) _____

_____

_____

_____ Date completed

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5.___ Other training method. Describe._____

_____

_____

_____ Date completed

COMMENTS:

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**CASE PLANNING**

Curriculum Content:

1. Preventing removal/in-home Services

   Involvement of family and child (as age-appropriate) in identification of tasks/individual responsibilities for actions needed to provide for child's safety

   Identification and use of support services

   Attention to individual needs

   Continuing assessment of progress or lack of progress in task completion

   Documentation

2. Child Placement

   Removal issues

   Permanency planning issues

   Involvement of family, child (as age-appropriate), and substitute caregivers in identification of tasks/individual responsibilities for actions needed to provide for child's safety

   Identification and involvement of support services

   Attention to individual needs

   Periodic review

   Reunification/other permanent care plan

   Documentation

Learning Objectives:

1. CPS specialist will be able to involve families and/or child in the process of developing plans of service which identify realistic behavioral changes directly related to the causative problems of abuse/neglect

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2. CPS specialist will be able to identify available services/ resources and designate responsibility for completion of assigned tasks including the facilitating of access to services/resources

3. CPS specialist will be able to document and monitor case progress in relation to case plans

4. CPS specialist will be able to use knowledge of individual needs, values/cultural issues, developmental considerations and available resources into selection of substitute care for children in need of placement

5. CPS specialist will be able to document case planning activities on required forms, in required formats and in the case narrative in accord with statewide policies and procedures, including documentation that licensing and service control standards have been met

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the ~~next~~ following page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

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4.___ Supervisor/peer training via demonstration/discussion of specific planning techniques used in actual or simulated interactions (describe) _____

_____

_____

_____ Date completed

5.___ Other training method (describe).____

_____

_____

_____ Date completed

COMMENTS:

The Professional Role portion of required CJST was completed by _____

_____on_____.

_____
Supervisor

_____
CPS Specialist

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## IV. COURT-RELATED CURRICULUM

### THE TEXAS FAMILY CODE

Curriculum Content:

1. Title 1: Chapter 11

   Legal definitions, Section 11.01.

   Contents of a petition in a suit affecting the parent-child relationship, Section 11.08.

   Who is entitled to service of citation in a suit affecting the parent-child relationship, Section 11.09.

   Responsibilities of the guardian ad litem or attorney ad litem, Section 11.10.

   Requirements related to the statement or testimony of a child, Section 11.21.

2. Title 1: Chapter 14

   Rights and responsibilities of the managing conservator, Sections 14.01-14.02.

   Rights and responsibilities of the possessory conservator, Sections 14.03 and 14.04.

3. Title 1: Chapter 15

   Requirements related to termination of parental rights, Section 15.02.

   Requirements related to an affidavit of relinquishment of parental rights, Section 15.03.

4. Title 1: Chapter 17

   Requirements related to emergency orders, Section 17.02.

   Requirements related to taking possession of a child without a court order, Section 17.03.

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Requirements related to the ten day hearing, Section 17.04.

Jurisdiction in Chapter 17 proceedings, Section 17.05.

5. Title 1: Chapter 18

Requirements of review of placements by the court of continuing jurisdiction, Section 18.01.

Requirements related to voluntary placements, Section 18.02.

Who is entitled to notice of review of placement, Section 18.03.

Requirements when DHS returns a child to his own home, Section 18.04.

Outcomes of placement reviews, Section 18.06.

6. Title 1: Chapter 34

Who is required to report child abuse/neglect, Section 34.01.

Reporter immunity from civil liability, Section 34.03.

Limitations on privileged communications, Section 34.04.

Requirements related to DHS investigation of reports of child abuse/neglect, Section 34.05.

Requirements related to the central registry (CANRIS), Section 34.06.

Penalties for failure to report child abuse/neglect, Section 34.07.

Confidentiality of the investigation, Section 34.08.

7. Title 1: Chapter 35

   Who may consent to medical treatment of a minor, Section 35.01.

   Requirements related to the consent form, Section 35.02.

   Requirements related to the examination of abused/neglected children, Section 35.04.

8. Title 4: Chapter 71

   Application for protective order, Section 71.04.

   Contents of application, Section 71.05.

   Citation, Section 71.07.

   Hearing, Section 71.09.

   Protective order, Section 71.11.

   Confidentiality of certain information, Section 71.111.

   Duration of protective orders, Section 71.13.

   Temporary orders, Section 71.15.

Learning Objectives:

1. CPS specialist will be able to apply relevant sections of the Texas Family Code to CPS court-related tasks

2. CPS specialist will be able to explain the impact of relevant sections of the Texas Family Code on CPS activities to others involved in referrals, investigations, and/or case planning

Documentation of method(s) used to cover content and meet learning objectives and dates training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via discussion of relevant sections of the Family Code as it impacts case actions and interactions (describe) _____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**PROCESS, PROCEDURES AND DOCUMENTATION**

Curriculum Content:

1. Investigation

   Legal rights of parents and children as stated in Section 5103 of the CPS Handbook

   Regional court-related requirements for process/procedures/documentation

2. Removal by court order

   Requirements as stated in Sections 5220-5222, CPS Handbook

   Regional requirements for process/procedures/documentation

3. Removal without a court order

   Requirements as stated in Section 5232, CPS Handbook

   Regional requirements for process/procedures/documentation

Learning Objectives:

1. CPS specialist will have the knowledge to comply with DHS legal-based policy and procedure during the investigation process and be able to explain case-related actions to involved parties

2. CPS specialist will have the knowledge to comply with DHS legal-based policy and procedures for removal of a child and be able to explain the rationale for removal to involved parties

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___ Classroom/workshop (name or description)_____

_____

_____ Date completed

9/87

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via discussion of applicable policy/procedures to specific case situations (describe)

_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**TESTIMONY**

Curriculum Content:

1. Preparation:

   Gathering/documenting evidence

   Working with attorneys

2. Demeanor/Protocol

3. Giving Testimony

4. Cross Examination

5. Depositions

Learning Objectives:

1. CPS specialist will have the basic knowledge/skills to prepare for and present good testimony

2. CPS specialist will understand rules of protocol as they apply to court appearance and will be able to apply these in court appearances

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

9/87

4___ Supervisor/peer training via demonstration/discussion of preparation for/giving testimony (describe) _____

_____

_____

_____ Date completed

5___ Other training method. Describe._____

_____

_____

_____ Date completed

COMMENTS:

The Professional Role portion of required CJST was completed by _____

_____on_____.

_____
Supervisor

_____
CPS Specialist

9/87

## V. CHILD PLACEMENT

**CHILD DEVELOPMENT**

Curriculum Content:

1. Theoretical/Conceptual base
2. Developmental stages and implications (physical, emotional, social, behavioral)
3. Parenting the child in different developmental stages
4. Indicators of developmental delays
5. Impact of values and culture on development/parenting
6. Licensing/service control standards related to developmental concerns

Learning Objectives:

1. CPS specialist will be able to determine whether or not children in caseload are developing normally
2. CPS specialist will be able to assess parenting practices and degree of danger, and develop case planning by incorporating knowledge of child development

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1.___Classroom/workshop (name or description)_____

_____

_____ Date completed

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

9/87

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via observation of children in a variety of developmental levels and/or discussion of developmental aspects of case assessments (describe)

_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**SEPARATION AND GRIEF**

Curriculum Content:

1. Theoretical/conceptual base
2. Behaviors associated with the grieving process
3. Special considerations of the grieving process in child behaviors
4. Casework techniques to assist children and their families to work through separation trauma
5. Licensing and service control standards designed to recognize and alleviate separation trauma

Learning Objectives:

1. CPS specialist will be able to prepare children, their families, and substitute families for placement.
2. CPS specialist will comply with policy and follow required procedures that are designed to lessen the impact of the grief process on children, their families and substitute families

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

2. ___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3. ___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

4.___ Supervisor/peer training via demonstration/discussion of specific assessment techniques used in actual or simulated interactions (describe) _____

_____

_____

_____ Date completed

5.___ Other training method. Describe._____

_____

_____

_____ Date completed

COMMENTS:

9/87

**PERMANENCY PLANNING**

Curriculum Content:

1. Theoretical/conceptual base
2. Permanency planning techniques/actions/concerns
3. Permanency planning and developmental stages
4. Licensing standards and service control standards related to permanency planning
5. Legal aspects of permanency planning
6. Casework aspects of permanency planning

Learning Objectives:

1. CPS specialist will be able to demonstrate case actions directed toward permanency planning starting at first contact with the child and family in compliance with policy and procedure
2. CPS specialist will be able to utilize shared decision making to further permanency planning for a child.

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

9/87

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via demonstration/discussion of permanency planning philosophy and techniques used in actual or simulated case situations (describe)_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**ATTACHMENT**

Curriculum Content:

1. Theoretical/conceptual base
2. Development of attachment between parent and child
3. Assessing attachment
4. Identifying and overcoming attachment problems

Learning Objective:

1. CPS specialist will be able to assess the quality of attachment between children and their parents and/or substitute caregivers and utilize knowledge of attachment to plan for intervention when attachment problems are identified

Documentation of method(s) used to cover content and meet learning objective and date(s) training method(s) completed. (A space for comments is provided on the back of this page.)

1.___Classroom/workshop (name or description)_____

_____

_____ Date completed

2.___Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

9/87

4.___ Supervisor/peer training via discussion of attachment issues in actual or simulated interactions (describe)

_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

COMMENTS:

9/87

**WORK WITH ADOLESCENTS**

Curriculum Content:

1. Theoretical/conceptual base
2. Normal adolescent development and behaviors
3. Individual and social values
4. Cultural factors
5. Relationships within the family and community
6. Possible problem areas
7. Individualizing adolescents
8. Communication with adolescents
9. Sexual roles, identities and conflicts
10. Independent living

Learning Objectives:

1. CPS specialist will be able to individualize adolescents using knowledge of normal/abnormal behaviors, so that the degree of danger is assessed and plans for permanency are addressed
2. CPS specialist will be able to communicate effectively with adolescents in placement related matters

Documentation of method(s) used to cover content and meet learning objectives and date(s) training method(s) completed. A space for comments is provided on Page 41.)

1. ___Classroom/workshop (name or description)_____

_____

_____ Date completed

9/87

2.___ Special learning assignment/project (describe)_____

_____

_____ Date completed

3.___ Articles, books, visual aids (title and author)_____

_____

_____ Date completed

4.___ Supervisor/peer training via demonstration/discussion of specific techniques used in working with adolescents in actual or simulated case situations (describe)_____

_____

_____

_____

_____ Date completed

5.___ Other training method (describe)_____

_____

_____

_____ Date completed

9/87

COMMENTS:

The Professional Role portion of required CJST was completed by _____

_____on_____.

_____
Supervisor

_____
CPS Specialist

9/87

APPENDIX B

BJST Agenda

# CPS BJST AGENDA - CENTRALIZED CLASSROOM

WEEK I
DAY I

HOUSEKEEPING, GET ACQUAINTED, ICEBREAKING ACTIVITY

INTRODUCTION (RELATES TO ALL TASKS ON THE 4040)

HISTORICAL BACKGROUND AND THE CPS ENVIRONMENT

SOCIAL/COMMUNITY VALUES AND CPS

CPS GOALS

PRESERVE THE FAMILY UNIT

PREVENT FURTHER HARM TO THE CHILDREN

PROVIDE PERMANENCE FOR CHILDREN IN SUBSTITUTE CARE BY RESOLVING FAMILY DYSFUNCTION AND RETURNING CHILDREN TO THEIR FAMILIES OR PERMANENT PLACEMENT WITH OTHER FAMILIES OR CARETAKERS

JOINT DECISION MAKING (RELATES TO TASK OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENT, COMMUNITY AND CO-WORKER)

CHOOSING DECISION MAKERS: WHO NEEDS TO BE INVOLVED?

ORGANIZING INFORMATION SHARED

ARRIVING AT JOINT DECISIONS

UNDERSTANDING SUPERVISION IN CPS (RELATES TO THE TASK OF USES SUPERVISION TO OBTAIN AND FACILITATE SERVICES TO CLIENTS)

SUPERVISORY ROLES: SUPPORTIVE/EDUCATIONAL/ADMINISTRATIVE

NEW WORKER AND EXPERIENCED WORKER

CPS POLICY ON INVOLVEMENT OF SUPERVISION IN DECISION MAKING

THE WORKLOAD MANAGEMENT CONFERENCE

CPS BJST AGENDA

WEEK 1
DAY 2

INTRODUCTION (CONTINUED. RELATES TO ALL TASKS ON THE WORKER'S 4040)

LEGAL BASE OF SERVICE (BRIEF OVERVIEW)

THE CONSTITUTIONAL BASE OF SERVICES

STATE-FEDERAL PARTNERSHIP

ACCOUNTABILITY BASED IN LAW

TEXAS FAMILY CODE

OTHER LAWS PERTAINING TO PROTECTIVE SERVICES (CPS HANDBOOK)

SOME BASIC CONCEPTS, COMMITMENTS, AND ASSUMPTIONS

CONFIDENTIALITY: SPECIAL ISSUES IN CPS

PRINCIPLES OF THE WORKER-CLIENT RELATIONSHIP AS APPLIED IN CPS

UNDERSTANDING BASIC HUMAN NEEDS AND MOTIVATION TO CHANGE

MUTUAL INVOLVEMENT IN PLANNING AND PROBLEM SOLVING/CLIENT RIGHTS AND RESPONSIBILITIES

AUTHORITY AND RESPONSIBILITY

ELIGIBILITY FOR SERVICES: CATEGORIES OF CHILDREN SERVED/DEFINITIONS

CLIENTS' RIGHTS: DUE PROCESS/NON DISCRIMINATION

AGENCY AND WORKER LIABILITY/PROTECTIONS

WORKER ROLE (RELATES TO TASK OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENTS, COMMUNITY AND CO-WORKERS)

CPS ROLES

INTERVENOR

ASSESSOR

ADMINISTRATOR

SUPERVISEE (LEARNER)

CASE MANAGER

ADVOCATE

PROFESSIONAL ROLE AND RELATION TO OTHER PROFESSIONALS
(NASW
CODE OF ETHICS - SUMMARY OF PRINCIPLES)

CPS BJST AGENDA

WEEK I
DAY 3-5

ASSESSMENT OF CHILD ABUSE/NEGLECT (RELATES TO THE TASK OF ASSESSES CURRENT LIFE SITUATIONS OF CHILD(REN) AND FAMILY TO DETERMINE THE PRESENCE OF CHILD ABUSE AND/OR NEGLECT)

PHYSICAL ABUSE OF CHILDREN

INDICATORS

DYNAMICS OF ABUSIVE FAMILIES

CHARACTERISTICS OF ABUSIVE PARENTS/ABUSED CHILDREN

ABUSE IN SUBSTITUTE CARE SITUATIONS

VALUES AND CULTURAL ISSUES IN CHILD ABUSE

EMOTIONAL ABUSE ASSOCIATED WITH PHYSICAL ABUSE

PSYCHOTIC ABUSE

INTERGENERATIONAL ASPECT OF PHYSICAL ABUSE

DEVELOPMENTAL ASPECTS/CONCERNS/ISSUES

SEXUAL ABUSE OF CHILDREN

INDICATORS

DYNAMICS OF SEXUALLY ABUSIVE FAMILIES

CHARACTERISTICS OF ABUSERS/VICTIMS

ABUSE IN SUBSTITUTE CARE SITUATIONS

VALUES/ISSUES AND THE EMOTIONAL IMPACT ON WORKER AND COMMUNITY IN THE ASSESSMENT OF SEXUAL ABUSE OF CHILDREN

EMOTIONAL ABUSE ASSOCIATED WITH SEXUAL ABUSE

DEVELOPMENTAL ISSUES IN SEXUAL ABUSE OF CHILDREN; INTERVIEWING TECHNIQUES FOR CHILDREN AT DIFFERENT DEVELOPMENTAL LEVELS

CPS BJST AGENDA

CHILD NEGLECT

INDICATORS

DYNAMICS OF NEGLECTING FAMILIES

CHARACTERISTICS OF NEGLECTING PARENTS/NEGLECTED CHILDREN

POVERTY AND NEGLECT

VALUES AND CULTURAL ISSUES IN CHILD NEGLECT

EMOTIONAL NEGLECT

MEDICAL NEGLECT

DEVELOPMENTAL ASPECTS/ISSUES/CONCERNS

CPS BJST AGENDA

WEEK II
DAY 1

INVESTIGATION (RELATES TO THE TASK OF ASSESSES CURRENT LIFE SITUATIONS OF CHILD(REN) AND FAMILY TO DETERMINE THE PRESENCE OF CHILD ABUSE AND/OR NEGLECT)

THE INVESTIGATION PROCESS (ASSESSMENT PROCESS)

TAKING THE REFERRAL

INFORMATION NEEDED TO BEGIN INVESTIGATION (WHO? WHAT? WHEN? WHERE? HOW? WHY/WHY NOT?)

PRIORITIZING THE REFERRAL

FAMILY CODE REQUIREMENTS

COMMUNICATION SKILLS NEEDED

CONDUCTING THE INVESTIGATION

REQUIREMENTS OF THE FAMILY CODE

CPS HANDBOOK POLICIES/GUIDELINES

DETERMINING VALIDITY OF ALL ALLEGATIONS

DEVELOPING A SOCIAL HISTORY

DETERMINING THE DEGREE OF DANGER

FINALIZING THE INVESTIGATION/DETERMINING ACTUAL PRIORTIY

DOCUMENTING THE INVESTIGATION

DOCUMENTING ON FORMS

DOCUMENTING IN NARRATIVE RECORDING

RECORDING STYLE

CPS BJST AGENDA

WEEK II
DAY 2

SERVICE PLANNING (RELATES TO THE TASK OF DEVELOPS AND OR IMPLEMENTS CASE PLANS TO MEET THE SPECIFIC NEEDS OF THE INDIVIDUAL FAMILY MEMBERS)

INTRODUCTION TO SERVICE PLANNING

SERVICE PLANNING/CASEWORK PROCESS

REQUIREMENT OF LAW AND POLICY IN DELIVERING CHILD PROTECTIVE SERVICES

MUTUAL SERVICE PLANNING/INVOLVEMENT OF CLIENTS AND OTHERS NEEDED TO ACHIEVE OBJECTIVES

DEVELOPING GOALS AND OBJECTIVES

DEVELOPING ACTION PLANS AND CLARIFYING RESPONSIBILITIES

TIME LIMITS AS MOTIVATORS

MONITORING SERVICE PLANS

UPDATING PLANS/POLICY REQUIREMENTS

DOCUMENTING SERVICE PLANNING

ACHIEVING SERVICE PLAN OBJECTIVES/CLIENT OUTCOME ASSESSMENT TERMINATING SERVICES

SERVICE PLANNING WITHIN SPECIFIC TREATMENT MODELS

PHYSICAL ABUSE

IDENTIFYING AND UTILIZING FAMILY STRENGTHS

THE CRIMINAL JUSTICE SYSTEM

UTILIZING COMMUNITY RESOURCES

BUILDING SUPPORT SYSTEMS

DECISIONS AROUND TERMINATION OF SERVICES

SEXUAL ABUSE

IDENTIFYING AND UTILIZING FAMILY STRENGTHS

THE CRIMINAL JUSTICE SYSTEM

THE VIDEOTAPED INTERVIEW AS EVIDENCE AND AS AN AID IN TREATMENT

USE OF GROUPS

DECISIONS AROUND TERMINATION OF SERVICES

CHILD NEGLECT

IDENTIFYING AND USING FAMILY STRENGTHS

USING COMMUNITY RESOURCES

BUILDING SUPPORT SYSTEMS

USE OF GROUPS

DECISIONS AROUND TERMINATION OF SERVICES

CPS BJST AGENDA

WEEK II
DAY 3

ASSERTIVE COMMUNICATION (RELATES TO THE TASKS OF BUILDS AND MAINTAINS COMMUNICATION AND WORKING RELATIONSHIPS WITH CLIENTS, COMMUNITY, AND CO-WORKERS AND USES INTERVIEWING TECHNIQUES TO OBTAIN INFORMATION NEEDED FOR SERVING CLIENT NEEDS

ASSERTIVE COMMUNICATION TECHNIQUES

HOW ASSERTIVE COMMUNICATION DIFFERS FROM AGGRESSIVE COMMUNICATION

IMPORTANCE OF BODY LANGUAGE

NON-DEFENSIVE TECHNIQUES

ACTIVE LISTENING TECHNIQUES

CPS BJST AGENDA

WEEK II
DAY 4

CHILD PLACEMENT (RELATES TO THE TASK OF PLACES AND PROVIDES SERVICES TO CHILDREN IN SUBSTITUTE CARE)

CHILD PLACEMENT PHILOSOPHY/CONCEPTS/ASSUMPTIONS

SEPARATION TRAUMA

MATCHING CHILDREN WITH SUBSTITUTE CARE RESOURCES

ATTACHMENT

THE GRIEF PROCESS/DEVELOPMENTAL CONSIDERATIONS

PERMANENCY PLANNING

REUNIFICATION

TEXAS FAMILY CODE REQUIREMENTS/PROVISIONS

PLACEMENT WITH COURT ORDER

PLACEMENT WITHOUT COURT ORDER (EMERGENCY PLACEMENTS)

TERMINATION OF PARENTAL RIGHTS

ADOPTION

MINIMUM STANDARDS FOR CHILD PLACING AGENCIES: 24 HOUR CARE AND ADOPTION

PREPARATION FOR PLACEMENT

MEDICAL CARE

SAFE AND DEVELOPMENTALLY SUPPORTIVE CHILD CARE

MAINTAINING CONTACT WITH PARENTS, SIBLINGS, RELATIVES

DOCUMENTING CHILD PLACEMENT

FOSTER CARE INTAKE STUDY

FORMS

NARRATIVE

ROLES WITHIN THE FOSTER CARE SYSTEM

CPS BJST AGENDA

WEEK II
DAY 5

DEMONSTRATION OF TRAINEE UNDERSTANDING OF:

PHILOSOPHICAL BASE OF CPS

LEGAL BASE OF CPS

CONCEPTS OF:

PERMANENCY PLANNING

CONFIDENTIALITY

AUTHORITY

DUE PROCESS

ELIGIBILITY FOR CPS

EQUAL TREATMENT/NON-DISCRIMINATION

USE OF SUPERVISION IN PROVIDING SERVICES TO CLIENTS

ASSESSMENT

INFORMATION NEEDED TO ASSESS

PROCESS OF ASSESSMENT

MUTUAL INVOLVEMENT OF CLIENT AND OTHERS THAT HAVE INFORMATION NEEDED TO MAKE AN ACCURATE ASSESSMENT

PROBLEM INDENTIFICATION

CULTURAL AND VALUE IMPACTS ON ASSESSMENT

INVESTIGATION

LEGAL AND DHR POLICY GUIDELINES

PRIORITIZATION

DOCUMENTATION OF INVESTIGATION

SERVICE PLANNING

INVOLVEMENT OF THOSE NEEDED IN PROBLEM SOLUTION

DEVELOPING MEASURABLE OBJECTIVES

IDENTIFYING RESPONSIBILITIES FOR ACTION AND GAINING COMMITMENT FOR ACTION

CPS BJST AGENDA

CHILD PLACEMENT

LEGAL AND POLICY GUIDELINES

PREPARATION FOR PLACEMENT

RECOGNIZING THE GRIEF PROCESS

MAINTAINING COMMUNICATION WITH FAMILY

PERMANENCY PLANNING

APPENDIX C

The CPS Supervisor's Role
and Responsibilities in BJST

# THE CPS SUPERVISOR'S BJST ROLE AND RESPONSIBILITIES

## CURRICULUM DESIGN

I. Rationale for Development

The extensive revisions to CPS worker Basic Job Skills Training and the implementation of the Advanced Job Skills Pilot Project are efforts to bring staff development activity more closely in line with DHS staff training commitments as articulated in The Managed Staff Development Model (Resources Section).

The goals of BJST/AJST are to:

create more effective integration of training and job performance by the development of learning objectives from the standardized tasks on the CPS worker's performance evaluation.

increase cost effectiveness by recognizing and formalizing training done in the worker's unit where learning can have immediate application and time away from the job to attend classroom training is shortened.

provide new staff with more formalized preparation for their assignments by designating the first six months (initial probationary period) as BJST; the supervisor, regional CPS trainer and the state office CPS BJST trainer will provide the nucleus of the BJST training team.

II. Sources of content

A. Revised CPS BJST Curriculum

B. The Managed Staff Development Model

C. Recommendations of the AJST Advisory Committee

III. Methodology

The curriculum utilizes brief presentations of content followed by activities designed to replicate those to be performed by the unit supervisor in the Basic Job Skills Training process.

When possible, the curriculum should be team taught by the regional trainer and a program representative designated by the region. Program Directors, as supervisors of the unit supervisors, should be involved to the greatest possible extent in the workshop presentation.

IV. Materials Needed by the Trainers

The Managed Staff Development Model

CPS Basic Job Skills: Supervisor's Guide

CPS Basic Job Skills: Trainee's Coursebook

Pre-Class Checklist

Reading List

Information for the BJST Center Trainer (This item is a questionnaire to be completed by the worker and mailed to the appropriate BJST Center trainer. The trainer will be identified on the worker's scheduling memo.)

CPS BJST Trainee Objective Attainment Record and Instructions

The CPS Supervisor's BJST Role and Responsibilities: Objective Attainment

V. Target Group

All CPS supervisors, program directors, and other appropriate management and/or support staff designated by regions to participate in the training of new-hired CPS direct delivery staff.

VI. Group Size

No limitations; however, smaller groups (15-20) will encourage discussion and exchange of ideas.

VII. Time Required for Delivery

Approximately 4 hours

VIII. Evaluation Design

Trainees, working in pairs, will prepare three segments of a training plan for new workers:

Initial training of new worker

Preparation for BJST Classroom (Use of Checklist, Coursebook, and Objective Attainment Record)

Reinforcement of BJST on the job

The plan will delineate the roles of the supervisor, regional trainer, CPS BJST center trainer and any others to be involved in the new staff member's BJST. Development of the three segments will establish that trainees have met the learning objectives.

IX. Social Work Certification Credit, CEU'S

The curriculum satisfies requirements for a maximum of four hours of social work certification credit or .4 CEU's.

## THE CPS SUPERVISOR'S BJST ROLE AND RESPONSIBILITIES

## RESULTS EXPECTED AND LEARNING OBJECTIVES

I. Results Expected

Supervisors will plan and deliver/obtain the initial training of new workers including:

implementing planned, individualized training of new workers which begins as soon as possible following hire date

identifying individualized learning needs with new workers based on the worker's Performance Plan (Form 4040); setting learning objectives with the worker; developing/identifying training events to aid the worker in objective achievement

preparing the new worker to attend the centralized BJST classroom

supporting the new worker in implementing knowledge/skills learned in the BJST classroom

II. Learning Objectives

A. Participants will begin development of a plan for the initial training of a new worker (first few days on the job).

B. Participants will begin development of a plan for preparing the new worker to attend the centralized BJST class.

C. Participants will begin development of a plan for supporting the new worker in applying new knowledge/skills learned in the centralized class to the job.

APPENDIX D

AJST Flyer

STAFF DEVELOPMENT AT DHR

The Texas Department of Human Resources (DHR) has started a systematic staff development process known as the Managed Staff Development Model (MSDM). Formally adopted by DHR's executive council in May 1983, MSDM has three parts:

1. Basic Job Skills Training (BJST)—teaches essential skills to new staff members; given in first year of employment; developed and put into use in 1981, evaluated in 1982.

2. Advanced Job Skills Training (AJST)—teaches job skills needed beyond the entry level; to be given in second year of employment; to be developed during 1985-86.

3. Individual Skills Training—an ongoing part of DHR's performance evaluation process; worker and supervisor determine individual training needs and plan how to meet them.

BJST is carried out at two central locations (Houston and Arlington). AJST will be more decentralized; it will be given by regional staff development specialists or, in some cases, by unit supervisors. Both training components are competency-based—that is, based upon the skills, abilities, and knowledge needed to perform a task or job.

THE AJST PROJECT

During fiscal years 1985-86, the state office's Protective Services for Families and Children (PSFC) Branch will conduct a federally funded project to develop administrative procedures and the curriculum for advanced training in child protective services. The project also will revise basic training to ensure consistency.

Other offices involved in the project include the Staff Development Division, which carries overall responsibility for developing and administering the



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training; regional child protective services staff, who will contribute ideas for the curriculum; and the Personnel Division. The Office of Research, Demonstration, and Evaluation will design the project's evaluation.

## BENEFITS OF STAFF DEVELOPMENT

- Clients will benefit from the high quality of services that a productive and effective staff can deliver.
- The Department will benefit from the availability of a uniformly well-trained staff.
- Workers will have a clear perception of the Department's expectations, will know how they're doing in relation to those standards, and will have opportunities for growth in their jobs.

## AJST PROJECT OBJECTIVES

1. Establish a steering committee for regional and state office input, review, and comment.
2. Establish an AJST administrative plan, to include: (a) development of a pamphlet explaining MSDM as it is developed for child protective service workers; (b) development of a training reporting system; and (c) delineation of roles and responsibilities among state office and regional program and support staff.
3. Establish a competency-based model for training and evaluating child protective services workers.
4. Establish learning objectives and performance measures based on the competencies, including tests for exemption from training.
5. Establish curricula.
6. Establish systems to validate, evaluate, update, and revise competencies, learning objectives, performance measures, and curricula content.
7. Establish training-for-trainers curricula.
8. Establish procedures for a pilot test.

**FOR MORE INFORMATION**

The project manager is Cindy Wingate. She can be reached at (512) 450-3138 or Tex-An 887-3138. Her address is P.O. Box 2960 (M.C. 538-W), Austin, Texas 78769.

APPENDIX E

Evaluation Report

# SUMMARY: EVALUATION OF CPS BJST

## PURPOSE

The purpose of the six-months evaluation of the revised BJST curriculum is to obtain information directly from CPS supervisors concerning their perceptions of how well BJST is doing what it is intended to do. We also asked for suggestions as to how BJST can be improved.

The intent of the revised CPS BJST is to:

Bring about a closer integration of performance expectations and entry level training provided for new CPS workers.

Provide consistent entry level CPS worker training throughout the state.

Recognize that the supervisor has primary responsibility for new worker development.

Promote a team approach to entry level training with staff development tasks shared by supervisor, regional CPS trainer and BJST Center trainer.

## METHOD

The CPS AJST Project staff developed a questionnaire asking supervisors who had workers in BJST between 9-31-85 and 3-31-86 to respond to six questions related to timing of training, worker performance, support to supervisor, demands on supervisor, relevance of training to entry level CPS job, usefulness of specific self-instructional items and suggestions for improving BJST.

The questionnaire was mailed to ninety-nine CPS supervisors. Sixty-seven (68%) returned it with comments.

## SUMMARY OF SUPERVISOR'S RESPONSES BY QUESTION

1. In what ways have the changes in BJST been positive or negative from your point of view? Consider such things as timing, worker job performance, morale, conferencing, and six months evaluation.

   Seventy-five comments were made in response to this question. Forty-six were positive and twenty-nine were negative. Most supervisors gave both positive and negative responses.

   The largest number of positive responses (twenty-one) were related to the centralized class being reduced to two weeks. The next largest (twenty) had to do with improved integration of training and job performance. Other positive comments included:

workers are being scheduled into the centralized classroom earlier; improved worker and supervisor morale; more focused and purposeful conferences with new workers; supervisors are more aware of what is covered in the BJST classroom; pre-class training encouraged development of workers earlier; supervisors felt more involved in the training of their workers and that they had more impact on the worker's training.

The largest number (nine) of negative comments concerned supervisors' feeling that it takes too long to get workers into the centralized classroom. However, three supervisors commented that they felt the workers were being sent to class too soon. Four supervisors felt that the revised BJST made unreasonable demands on their time and increased paper work to little purpose. Four stated that their workers found the centralized classroom boring and that what was taught in the class had already been learned on the job. Other negative comments included: there is little (or no) communication with the BJST trainers; the Trainee Objective Attainment Record is not helpful in telling the supervisor how well the worker did in the centralized classroom and what further training is needed; BJST materials were not sent to the supervisors early enough to get through the pre-class assignments.

2. Are you able to incorporate most of the required on-the-job training activities into the case-related actions you ordinarily perform for/with the worker?

All sixty-five supervisors who responded to this question said that they could do so. Three said that they did it with great difficulty because of other demands on their time or the tasks on the checklist did not always fit what their workers did. Several who have specialized workers stated that they would like activities more specifically related to their workers' responsibilities (e.g. foster home development, adoption, telephone intake)

Three supervisors commented that the documentation was tedious and they did not see the purpose of validating what they in relation to pre-class training. One stated that it was not appropriate to be accountable to Staff Development.

Positive comments included: the checklist is very helpful to the supervisor in structuring initial training of workers from the day they start to work; the checklist is comprehensive and helps the supervisor cover critical aspects of the job; the checklist reflects what the supervisor has been doing for some time in training new workers.

3. Is the content of the assigned readings in the Trainee Coursebook relevant to the tasks performed by your workers during the first six months of employment? If you used additional materials, please let us know what they are. We are interested in keeping our content current and relevant.

Of the sixty-two responses to this question, there were fifty-four "yes", three "partially" and five "unsure", "haven't read" or "didn't have it to use".

Supervisors reported using the following additional material:

Loretta McCarty's model for investigation of sexual abuse

"Child Abuse Investigations", TDHS Investigation Division

Texas Family Code

Intervention in Child Sexual Abuse, Susanne Sgroi

Helping in Child Protective Services: A Casework Handbook, American Humane Association

Families (a book on assessment)

CPS Casework Practice (developed for DHS by Worden School of Social Service and American Humane Association under contract with Region 01/02)

"Only People Cry"

"Where Am I Going", Candace Wheeler

"Lifebooks: Tool for Working With Children in Placement", Kristina Backhause

"Helping Children Whlen They Must Move", Vera Fauberg

The Battered Child, Henry Kempe

The Abusing Family, Rita Blain Justice

Child Protective In-Service Training, Kay Drews, Marsha Salas and Diane Dodge, developed by Creative Associates, Inc., Washington D.C., under HEW Contract 105-79-1103

CPS Handbook

Books on incestuous families such as Broken Taboo, Father's Days, and Kiss Daddy Goodnight

Other resources used included: handouts and articles given by the regional trainer, material from own graduate school readings, case records, unit reports, new worker's own process recording, articles on child development, articles on abuse/neglect/sexual abuse, articles on interviewing, tapes of actual casework interviews done by DHS workers, readings in basic casework for those who do not have social work degrees or backgrounds, current/job-related journal and news articles

4. Did the self-instructional material teach your workers what they need to know about CANRIS, SSMS, and FACTS

There were sixty-four responses to this question. Forty-seven responded "yes", seven responded "partially" and ten responded "no". Several of those responding "yes" or "partially" qualified their responses with statements that: the material was too detailed; that it did not cover enough situations that are encountered on the job; that some workers seemed to fear self-instructional material; that the material needed to be supplemented with instructions from a trainer. Other comments were: self-instructional material is the best way to teach forms, workers trained by the self-instructional material made less errors in their caseloads than some of the more tenured staff; training material will serve as good references for later use.

Comments made by those responding "no" included: forms are best learned in an actual situation and training on them is a waste of time; detailed training on forms is lost on new workers who have no experience to tie to the forms training; there were errors in the content of the training material; supervisors were not given keys to the tests so they were unable to help the workers identify errors; error rates on forms continue so the training evidently did not work.

5. Did someone other than yourself assist the worker in completing the on-the-job learning activities? If yes, who? (regional trainer, another supervisor, experienced worker, volunteer?)

There were sixty-two responses to this question, seventeen "no" and forty-five "yes". Experienced workers were the most used assistant trainers of the entry level worker. Thirty-nine of the supervisors reported using experienced workers. The next most frequently mentioned was the regional trainer (seven). Others mentioned included the SSMS liaison, experienced clerical staff, Human Service Specialist, volunteers, community service aide, legal liaison, PD.

6. What suggestions do you have for improving statewide entry-level training? Consider timing, content, methods, learning objectives, testing knowledge/skills learned, communication between trainers and supervisors, etc.

Fifty supervisors made comments. These are listed under three categories, TIMING, CONTENT and METHODS.

TIMING

The centralized BJST class needs to be scheduled (some said completed) the first month on the job. **(This was the most frequently listed suggestion. Ten supervisors mentioned it).**

Worker should have 3-4 weeks on the job before class. (1)

Offer class within 4-5 weeks of employment. (1)

Worker should be on the job at least 60 days before being scheduled for the centralized class. He will better understand the concepts covered in class. (2)

Schedule class within 2 weeks of employment. (1)

Mandate classroom attendance before worker is assigned to the job. (1)

Training of new workers should be a combination of classroom and OJT. It should be extended over a 24 month period. (1)

The two week classroom session should be cut to one. (1)

Supervisors need earlier notification of scheduled classroom training (both centralized and that done by the region). (1)

Supervisors should have input into when they can spare workers for training (in the centralized classroom). (2)

CONTENT

BJST class should include training on legal material and giving testimony. **(This was mentioned by two supervisors and was the only content suggestion given by more than one person.)**

Add reading on child development and management.

More material on roles and relationship with client.

More specifics on how to investigate a report.

Too much emphasis on investigation and not enough on planning and contracting with clients.

More emphasis on casework goals and objectives

More work on forms, minimum standards and program standards.

More focus on interpersonal skills and CPS policy, law and standards. These are best learned on the job. Workers need to learn the reasons why they do specified tasks. (1)

More emphasis on Handbook as a reference

Too general and theoretical

Training should be more geared to specialized assignments

It is important for all workers, no matter what their specialization to receive training in all aspects of CPS

Cover foster care more adequately

Stick to basics which give all new people a common base.

Keep trainers informed of changes in policy. Sometimes give erroneous information in centralized class.

Trainers seem to have differing opinions of what is important and relevant. Sometimes wonder if they are using the same content.

Make classroom more interesting. Workers complain of being bored.

Classroom is excellent. My workers were enthusiastic.

METHODS

There should be more communication between supervisor and BJST classroom trainer. The current Objective Attainment Record is not adequate. Supervisors want comments from the trainer on how the worker actually performed in the classroom. **(There were more comments in this area than any other concerning methods. Nine supervisors made comments.)**

Role play actual case situations to help worker see how these are handled.

Return to three weeks and do all training in the classroom. Supervisors do not have time to do an adequate job of training.

There is too much pre-class training for the time available.

Regional trainers should do pre-class training. Supervisors do not have the time.

I am pleased that this training recognizes the role that the supervisor must play in the training.

Supervisors need more training in their staff development role.

Regional staff should do CANRIS, FACTS and SSMS. Self-instructional material is too complicated and inadequate.

Have a training unit.

Need standardized, ongoing training.

We need an improved screening/hiring procedure statewide.

Field trips to hospitals, emergency centers, courts, etc.

Separate those who need to learn basic casework from those who already know it.

BJST should be done in regions.

Take new workers off T-Step at six months, but extend training and initial probation to twelve months.

Referring to the manual (pre-class OJT) was not helpful in the manner presented.

Don't mix program areas in centralized classroom.

Allow BJST more flexibility in presenting material. Training should be thorough but relaxed.

Insure high calibre of all trainers.

Trainers need to be committed and have advantage of latest field practice.

BJST appears adequate. I can determine no major difference between those who attended two weeks and those who attended three weeks.

I like this new system. I have no recommendations for improvement.

On the whole, my workers have found BJST helpful and informative.

Have workers give feedback after 3-4 months on how well BJST prepared them to do the job.

APPENDIX F

Curricula by Training Areas

## CURRICULA BY TRAINING AREAS

**ENTRY-SIX MONTHS:**

I. Professional Role - (Use of supervision, responsibility for one's own development as a professional, accountability, liability, ethics, confidentiality, work management, the decision making process including joint decision making).

Curricula:

CPS BJST: All curriculum modules address this to some degree. Content in Module 1, Introduction to Child Protective Services is especially relevant. (00).

CPS Case Practice: Modules 2 and 3 (Developed by the Worden School of Social Services, DHS Regions 1/2 and the American Humane Association).

Regional application of BJST. (06).

We Can Help. (National Center on Child Abuse and Neglect - in State Office Library).

Specialized Training for Child Protective Service Workers. (National Center on Child Abuse and Neglect - in State Office Library).

II. Fact Gathering - (Basic communication skills, interviewing, observation, recording).

Curricula:

CPS BJST: Modules 2 and 5. (00).

The Videotaped Interview in Investigation of Child Abuse. (00).

Basic Interviewing Skills: Step by Step. (A Micro-counseling curriculum developed by the University of Texas at Arlington for DHS).

CPS Casework Practice: Module 7. (Dev. by 01/02, Worden School of Social Services and The American Humane Association).

Basic Techniques of Interviewing. (07).

III. Assessment/Service Planning - (Self awareness, cultural understanding and recognition, values, factual/non-judgmental communication, understanding impact of labeling, indicators of abuse/neglect, dynamics of abusive/neglecting families, characteristics of abused/neglected children and abusing/neglecting parents/caregivers, recognizing high risk situations, understanding human behavior and motivation, understanding human development, prevention of placement and use of support services, permanency planning).

Curricula:

CPS BJST: All modules at a very basic level. (00).

We Can Help: All modules at a very basic level. (National Center on Child Abuse and Neglect - in State Office Library).

CPS Case Practice: Modules 5-13. (01/02/Worden/ American Humane Ass'n).

Regional Application of BJST. (06).

Child Protective Services: Modules II and III. (Dev. by Creative Associates, Inc. under contract with USDHHS).

IV. Rules and Requirements - (Texas Family Code, use of CPS Handbook, Minimum Standards, Federal Requirements).

Curricula:

CPS BJST: All modules but emphasized most in 1 and 4. Introductory level. (00).

Regional Application of BJST. (06).

Maintaining Minimum Standards. (09).

Introduction to SSMS. (00).

Introduction to CANRIS. (00).

Introduction to FACTS. (00).

Introduction to ICPC. (00).

V. Child Placement - (Separation/grief, child development as it relates to placement, family ties, permanency planning for the placed child, placement resources).

Curricula:

CPS BJST: Module 5. (00).

Child Development. (01/02).

Child Development. (09).

Nova Curriculum. (Developed by Nova University).

VI. Legal - (Preparing reports, recording for legal purposes, giving testimony and depositions, relations with the court system, court personalities and special requirements/expectations of individual courts, videotaped interviews as evidence).

Curricula:

Documentation: Useful Recording, Accurate Evidence. (09).

The Videotaped Interview in Investigation of Child Abuse. (00).

Legal Training '85. (06).

Introduction to Trials in Texas. (08).

Child Protective Services: Module V (The Court). (Dev. by Creative Associates under contract with USDHHS).

**SIX TO TWELVE MONTHS**

I. Professional Role - (Use of supervision, responsibility for one's own development as a professional, accountability, liability, ethics, confidentiality, work management, the decision making process including joint decision making).

Curricula:

Protective Services and the Community. (06).

Working with Child Welfare Boards. (01/02).

CPS Work Management. (00).

Time Management. (09).

Time Management. (04).

Time Management. (08).

Taming Time. (01/02).

Time and Stress Management. (03/12).

Time and Stress Management. (11).

Self-defense/Rape Prevention/Child Safety. (10).

Personal Safety: Non-Physical Intervention. (01/02).

II. Fact Gathering - (Basic communication skills, interviewing, observation, recording).

Curricula:

Assertion Vs. Aggression. (08).

Assertiveness Training. (05).

Behaving Assertively. (07).

Assertiveness Training. (10).

Assertiveness Training. (03/12).

Interviewing. (06).

Interviewing the Perpetrator. (09).

Investigative Interviewing. (Dev. by DHS Licensing Branch and Investigations Division).

Investigative Interviewing. (06).

Communication Skills. (06).

Communication with the Victims of Sexual Abuse. (09).

How to Conduct a Social Study. (03/12).

Detection and Intervention in Sexually Abusing Families. (03/12).

The Use of Authority in CPS: Dealing with Hostility and Resistance. (10).

Handling Hostile Clients. (10).

III. Assessment/Service Planning - (Self awareness, cultural understanding and recognition, values, factual/non-judgmental communication, understanding impact of labeling, indicators of abuse/neglect, dynamics of abusive/neglecting families, characteristics of abused/neglected children and abusing/neglecting parents/caregivers, recognizing high risk situations, understanding human behavior and motivation, understanding human development, prevention of placement and use of support services, permanency planning).

Curricula

Assessing Danger to a Child. (09).

Family Assessment and Case Planning. (03/12).

Child Neglect: Understanding and Reaching the Parent. (10).

How to Conduct a Social Study. (03/12).

The Basics of Sexual Abuse. (09).

Preventing Abuse in Foster Care. (Dev. by Eastern Michigan University).

Assessment in Child Welfare. (A resource from Illinois; source not given).

Case Planning and Assessment. (03/12).

Working with CPS Families. (01/02).

Service Planning in CPS. (01/02).

Child Development. (06 - Dev. by contract).

Child Protective Services: Module VI (Cultural Responsiveness. (Dev. by Creative Associates, Inc. under contract with USDHHS).

Mexican American Culture Simulator for Child Welfare. (Dev. by the Worden School of Social Service).

Handling Client Resistance. (10).

Developing a Good Service Plan. (09).

Plan of Service and Social History. (09).

Child Protective Services: Module IV (Ongoing Services). (Dev. by Creative Associates, Inc. under contract with USDHHS).

IV. Rules and Requirements - (Texas Family Code, use of CPS Handbook, Minimum Standards, Federal Requirements).

V. Child Placement - (Separation/grief, child development as it relates to placement, family ties, permanency planning for the placed child, placement resources).

Curricula:

Working with Foster Parents. (01/02).

Sex Abuse Victims in Substitute Care: Intervention Therapy. (07).

Separation Trauma. (10).

Separation Trauma. (01/02).

Service Planning in CPS. (01/02).

Working on the Foster Care Team. (09).

Adoption Team Model Training. (09).

Permanent Planning in Foster Care: Resources for Training. (Dev. by the School of Social Work, Portland State University. In State Office Library).

Foster Parent Training. (A series of seventeen course outlines dev. by Eastern Michigan University. In State Office Library).

Project Craft: Training in the Adoption of Children with Special Needs. (Dev. by The University of Michigan School of Social Work. In the State Office Library).

Working with Foster Parents. (03/12).

VI. Legal - (Preparing reports, recording for legal purposes, giving testimony and depositions, relations with the court system, court personalities and special requirements/expectations of individual courts, videotaped interviews as evidence).

Curricula:

Texas Family Code Update. (05).

The Social Worker in Court. (10).

**TWELVE TO TWENTY-FOUR MONTHS**

I. Professional Role - (Use of supervision, responsibility for one's own development as a professional, accountability, liability, ethics, confidentiality, work management, the decision making process including joint decision making).

Curricula:

Child and Family Advocacy: Child Welfare Board. (00).

Managing Stress. (10).

Anger and Crisis Resolution. (08).

Stress Management. (08).

Lifo. (06).

Basic Group Skills Workshop. (09).

Conflict Resolution. (10).

Group Dynamics and Teamwork. (10).

Burnout in Child Welfare Services. (Dev. by The University of Texas at Austin, Graduate School of Social Work. Contains four volumes of readings on the topics of stress and burnout - in State Office Library).

Managing Volunteers for Results. (A manual dev. by The Public Management Institute - in State Office Library).

II. Fact Gathering - (Basic communication skills, interviewing, observation, recording).

Curricula:

Trainer's Reference Guide for Stress Line Telephone Counseling. (Parents' and Childrens' Services, Boston, Mass. - in State Office Library).

III. Assessment/Service Planning - (Self awareness, cultural understanding and recognition, values, factual/non-judgmental communication, understanding impact of labeling, indicators of abuse/neglect, dynamics of abusive/neglecting families, characteristics of abused/neglected children and abusing/neglecting parents/caregivers, recognizing high risk situations, understanding human behavior and motivation, understanding human development, prevention of placement and use of support services, permanency planning).

Curricula:

Working with Hostile Withdrawn Clients. (09).

Working with the Hostile Client. (05).

Case Study and Diagnostic Assessment. (10).

Psychopathology in Adults and Treatment. (09).

Eating Disorders. (05).

Social Work Practice with Sexually Abusing Families. (03/12).

Social Casework: Depth Interviewing. (06).

Crisis Intervention and Suicide Prevention. (05).

Intervening in Crisis. (01/02)

Working with Adolescents. (10).

Crisis Intervention in Child Protective Services. (10).

Death and Dying for CPS Workers. (09).

Parenting Skills. (Dev. by School of Allied Health Sciences, University of Texas Health Science Center, Dallas).

Interpersonal Conflict. (11).

Advanced Transactional Analysis. (08).

Service Delivery for Mexican American Children. (Dev. under contract by Andres Tijerina).

Goal Planning in Children and Youth Services: Child Welfare Training. (DHHS - in State Office Library).

Child Abuse and Neglect Investigations Decisions Handbook. (Illinois Department of Children and Family Services - in State Office Library).

Assessment and Planning - contains "Orientation to Preschool Assessment: A User's Guide to the Child Development Assessment Form. (Program and Training Packet, Child Care Association of Metropolitan Dallas - in State Office Library).

IV. Rules and Requirements - (Texas Family Code, use of CPS Handbook, Minimum Standards, Federal Requirements).

V. Child Placement - (Separation/grief, child development as it relates to placement, family ties, permanency planning for the placed child, placement resources).

Curricula:

Adoption of Children with Special Needs. (Dev. by University of Georgia. In State Office Library)

Grief and Loss (05 - Dev. for A and D workers; has CPS implications)

Parenting Skills (Dev. by School of Allied Health Sciences, University of Texas Health Science Center, Dallas)

From Discipline to Guidance: The Role of the Teacher in the Child's Development of Inner Control - contains developmental material. (Program and Training Packet, Child Care Association of Metropolitan Dallas - in State Office Library).

Infant Caregiving: A Design for Training. (Syracuse University Family Resource Center College for Human Development - in State Office Library).

APPENDIX G

CPS Pamphlet
(Managed Staff Development Model)

CPS

Children's Protective Services

# Professional Development Opportunities

Texas Department of Human Services

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## Professional Development Opportunities

As a member of the Child Protective Services staff, your professional growth and development is important to the Department of Human Services. That is why DHS offers a variety of learning opportunities for child protective services specialists on every level. The degree of professional excellence you achieve will depend upon your use of these opportunities.

## Basic Job Skills Training (BJST)

Basic Job Skills Training is an extended classroom experience organized by DHS for all new child protective services specialists. The training, available at centralized locations throughout the state, is designed to provide uniform knowledge of social work practices and child protective services policies and procedures. You are scheduled to participate in this training as soon as you begin working as a child protective services specialist.



## Continuing Job Skills Training (CJST)

Experienced child protective services specialists are eligible to participate in Continuing Job Skills Training. This program offers a variety of training options in each region. You and your supervisor plan and monitor your training to ensure your continued professional development and to enhance your job performance.

## Individualized Professional Development

A variety of specialized options are available to you through Individualized Professional Development. They include professional workshops and seminars, consultations and training by community experts, and, periodically, required training on child protective services laws and policies. Options may also include pursuit of advanced degrees. You and your supervisor will select this specialized training to meet your individual career needs.

*Talk with your supervisor for more information.*